



HOME OF THE BAREFOOT LEARNER

2019

Annual Report



# PAEKAKARIKI SCHOOL

## ANNUAL REPORT

FOR THE YEAR ENDED 31 DECEMBER 2019



Ministry Number:	2944
Principal:	Julia Bevin
School Address:	Wellington Road, Paekakariki
School Postal Address:	Wellington Road, Paekakariki, 5258
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Accountant / Service Provider:	Accounting For Schools Limited

# PAEKAKARIKI SCHOOL

Annual Report - For the year ended 31 December 2019

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# PAEKAKARIKI SCHOOL

## Statement of Responsibility

For the year ended 31 December 2019

The Board of Trustees accepts responsibility for the preparation of the annual financial statements and the judgements used in these financial statements.

The management (including the principal and others as directed by the Board) accepts responsibility for establishing and maintaining a system of internal controls designed to provide reasonable assurance as to the integrity and reliability of the school's financial reporting.

It is the opinion of the Board and management that the annual financial statements for the financial year ended 31 December 2019 fairly reflects the financial position and operations of the school.

The School's 2019 financial statements are authorised for issue by the Board.

Elizabeth Ann Kennedy

Full Name of Board Chairperson



Signature of Board Chairperson

29/5/20

Date:

Julia Margaret Bevin

Full Name of Principal



Signature of Principal

29/5/20

Date:

# PAEKAKARIKI SCHOOL

## Statement of Comprehensive Revenue and Expense

For the year ended 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>				
Government Grants	2	1,276,554	1,226,739	1,272,262
Locally Raised Funds	3	110,785	65,320	83,035
Interest income		1,831	500	624
		<u>1,389,170</u>	<u>1,292,559</u>	<u>1,355,921</u>
<b>Expenses</b>				
Locally Raised Funds	3	24,219	7,700	8,449
Learning Resources	4	924,184	879,334	955,805
Administration	5	89,987	86,340	88,073
Finance		1,487	1,500	1,337
Property	6	313,663	294,450	300,924
Depreciation	7	29,551	22,000	33,742
Loss on Disposal of Property, Plant and Equipment		-	-	3,570
		<u>1,383,091</u>	<u>1,291,324</u>	<u>1,391,900</u>
<b>Net Surplus / (Deficit) for the year</b>		<b>6,079</b>	<b>1,235</b>	<b>(35,979)</b>
Other Comprehensive Revenue and Expenses		-	-	-
<b>Total Comprehensive Revenue and Expense for the Year</b>		<u><b>6,079</b></u>	<u><b>1,235</b></u>	<u><b>(35,979)</b></u>

The above Statement of Comprehensive Revenue and Expense should be read in conjunction with the accompanying notes which form part of these financial statements.

# PAEKAKARIKI SCHOOL

## Statement of Changes in Net Assets/Equity

For the year ended 31 December 2019

Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Balance at 1 January</b>	<b>219,621</b>	<b>219,621</b>	<b>251,449</b>
Total comprehensive revenue and expense for the year	6,079	1,235	(35,979)
Capital Contributions from the Ministry of Education			
Contribution - Furniture and Equipment Grant	5,263	5,263	4,151
<b>Equity at 31 December</b>	<b>230,963</b>	<b>226,119</b>	<b>219,621</b>
Retained Earnings	230,963	226,119	219,621
Reserves	-	-	-
<b>Equity at 31 December</b>	<b>230,963</b>	<b>226,119</b>	<b>219,621</b>

The above Statement of Changes in Net Assets/Equity should be read in conjunction with the accompanying notes which form part of these financial statements.

**PAEKAKARIKI SCHOOL**  
Statement of Financial Position  
As at 31 December 2019

	Notes	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Current Assets</b>				
Cash and Cash Equivalents	8	349,892	341,195	193,895
Accounts Receivable	9	47,212	49,700	47,834
Prepayments		6,097	6,000	760
Inventories	10	37	25	-
Investments	11	7,000	-	-
		<u>410,238</u>	<u>396,920</u>	<u>242,490</u>
<b>Current Liabilities</b>				
GST Payable		1,709	500	3,289
Accounts Payable	13	119,103	88,700	66,666
Revenue Received in Advance	14	3,005	2,000	2,102
Provision for Cyclical Maintenance	15	14,000	13,500	-
Finance Lease Liability - Current Portion	16	8,907	9,364	7,991
Funds held for Capital Works Projects	17	125,009	130,000	29,300
		<u>271,733</u>	<u>244,064</u>	<u>109,348</u>
<b>Working Capital Surplus/(Deficit)</b>		138,505	152,856	133,142
<b>Non-current Assets</b>				
Property, Plant and Equipment	12	139,213	118,263	138,669
		<u>139,213</u>	<u>118,263</u>	<u>138,669</u>
<b>Non-current Liabilities</b>				
Provision for Cyclical Maintenance	15	37,596	36,500	41,952
Finance Lease Liability - Non current Portion	16	9,159	8,500	10,237
		<u>46,755</u>	<u>45,000</u>	<u>52,189</u>
<b>Net Assets</b>		<u>230,963</u>	<u>226,119</u>	<u>219,621</u>
<b>Equity</b>		<u>230,963</u>	<u>226,119</u>	<u>219,621</u>

The above Statement of Financial Position should be read in conjunction with the accompanying notes which form part of these financial statements.



# PAEKAKARIKI SCHOOL

## Statement of Cash Flows

For the year ended 31 December 2019

		2019	2019	2018
	Note	Actual	Budget	Actual
		\$	(Unaudited)	\$
			\$	
<b>Cash flows from Operating Activities</b>				
Government Grants		319,710	275,741	247,478
Locally Raised Funds		110,708	65,312	115,154
Goods and Services Tax (net)		(1,580)	(2,789)	6,555
Payments to Employees		(236,589)	(181,030)	(219,302)
Payments to Suppliers		(100,098)	(110,987)	(155,309)
Cyclical Maintenance Payments in the year		(185)	(1,952)	9,644
Interest Paid		(1,487)	(1,500)	(441)
Interest Received		1,803	500	-
Net cash from Operating Activities		<u>92,283</u>	<u>43,295</u>	<u>3,779</u>
<b>Cash flows from Investing Activities</b>				
Proceeds from Sale of PPE (and Intangibles)		-	-	(3,570)
Purchase of PPE (and Intangibles)		(21,241)	(978)	(8,672)
Purchase of Investments		(7,000)	-	-
Net cash from / (to) Investing Activities		<u>(28,241)</u>	<u>(978)</u>	<u>(12,242)</u>
<b>Cash flows from Financing Activities</b>				
Furniture and Equipment Grant		5,263	5,263	4,151
Finance Lease Payments		(9,016)	(980)	(569)
Loans Received		-	-	292
Funds Held for Capital Works Projects		95,709	100,700	29,300
Net cash from Financing Activities		<u>91,956</u>	<u>104,983</u>	<u>33,174</u>
<b>Net increase/(decrease) in cash and cash equivalents</b>		<u><u>155,997</u></u>	<u><u>147,300</u></u>	<u><u>24,711</u></u>
Cash and cash equivalents at the beginning of the year	8	193,895	193,895	169,184
<b>Cash and cash equivalents at the end of the year</b>	8	<u><u>349,892</u></u>	<u><u>341,195</u></u>	<u><u>193,895</u></u>

The statement of cash flows records only those cash flows directly within the control of the School. This means centrally funded teachers' salaries and the use of land and buildings grant and expense have been excluded.

The above Cash Flow Statement should be read in conjunction with the accompanying notes which form part of these financial statements.

# PAEKAKARIKI SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### a) Reporting Entity

Paekakariki School (the School) is a Crown entity as specified in the Crown Entities Act 2004 and a school as described in the Education Act 1989. The Board of Trustees (the Board) is of the view that the School is a public benefit entity for financial reporting purposes.

##### b) Basis of Preparation

###### *Reporting Period*

The financial reports have been prepared for the period 1 January 2019 to 31 December 2019 and in accordance with the requirements of the Public Finance Act 1989.

###### *Basis of Preparation*

The financial statements have been prepared on a going concern basis, and the accounting policies have been consistently applied throughout the period.

###### *Financial Reporting Standards Applied*

The Education Act 1989 requires the School, as a Crown entity, to prepare financial statements in accordance with generally accepted accounting practice. The financial statements have been prepared in accordance with generally accepted accounting practice in New Zealand, applying Public Sector Public Benefit Entity (PBE) Standards Reduced Disclosure Regime as appropriate to public benefit entities that qualify for Tier 2 reporting. The school is considered a Public Benefit Entity as it meets the criteria specified as "having a primary objective to provide goods and/or services for community or social benefit and where any equity has been provided with a view to supporting that primary objective rather than for financial return to equity holders".

###### *Standard early adopted*

In line with the Financial Statements of the Government, the School has elected to early adopt PBE IFRS 9 Financial Instruments. PBE IFRS 9 replaces PBE IPSAS 29 Financial Instruments: Recognition and Measurement. Information about the adoption of PBE IFRS 9 is provided in Note 25.

###### *PBE Accounting Standards Reduced Disclosure Regime*

The School qualifies for Tier 2 as the school is not publicly accountable and is not considered large as it falls below the expenditure threshold of \$30 million per year. All relevant reduced disclosure concessions have been taken.

###### *Measurement Base*

The financial statements are prepared on the historical cost basis unless otherwise noted in a specific accounting policy.

###### *Presentation Currency*

These financial statements are presented in New Zealand dollars, rounded to the nearest dollar.

###### *Specific Accounting Policies*

The accounting policies used in the preparation of these financial statements are set out below.

###### *Critical Accounting Estimates And Assumptions*

The preparation of financial statements requires management to make judgements, estimates and assumptions that affect the application of accounting policies and the reported amounts of assets, liabilities, revenue and expenses. Actual results may differ from these estimates.

Estimates and underlying assumptions are reviewed on an ongoing basis. Revisions to accounting estimates are recognised in the period in which the estimate is revised and in any future periods affected.

# **PAEKAKARIKI SCHOOL**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2019**

#### **1. Statement of Accounting Policies**

##### *Useful lives of property, plant and equipment*

The School reviews the estimated useful lives of property, plant and equipment at the end of each reporting date. The School believes that the estimated useful lives of the property, plant and equipment as disclosed in the Significant Accounting Policies are appropriate to the nature of the property, plant and equipment at reporting date. Property, plant and equipment is disclosed at note 12.

##### *Critical Judgements in applying accounting policies*

Management has exercised the following critical judgements in applying accounting policies:

##### *Classification of leases*

Determining whether a lease is a finance lease or an operating lease requires judgement as to whether the lease transfers substantially all the risks and rewards of ownership to the school. Judgement is required on various aspects that include, but are not limited to, the fair value of the leased asset, the economic life of the leased asset, whether or not to include renewal options in the lease term, and determining an appropriate discount rate to calculate the present value of the minimum lease payments. Classification as a finance lease means the asset is recognised in the statement of financial position as property, plant, and equipment, whereas for an operating lease no such asset is recognised.

##### *Recognition of grants*

The School reviews the grants monies received at the end of each reporting period and whether any require a provision to carryforward amounts unspent. The School believes all grants received have been appropriately recognised as a liability if required. Government grants are disclosed at note 2.

#### **c) Revenue Recognition**

##### *Government Grants*

The school receives funding from the Ministry of Education. The following are the main types of funding that the School receives;

Operational grants are recorded as revenue when the School has the rights to the funding, which is in the year that the funding is received.

Teachers salaries grants are recorded as revenue when the School has the rights to the funding in the salary period they relate to. The grants are not received in cash by the School and are paid directly to teachers by the Ministry of Education.

Use of land and buildings grants are recorded as revenue in the period the School uses the land and buildings. These are not received in cash by the School as they equate to the deemed expense for using the land and buildings which are owned by the Crown.

##### *Other Grants*

Other grants are recorded as revenue when the School has the rights to the funding, unless there are unfulfilled conditions attached to the grant, in which case the amount relating to the unfulfilled conditions is recognised as a liability and released to revenue as the conditions are fulfilled.

# **PAEKAKARIKI SCHOOL**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2019**

#### **1. Statement of Accounting Policies**

##### ***Donations, Gifts and Bequests***

Donations, gifts and bequests are recorded as revenue when their receipt is formally acknowledged by the School.

##### ***Interest Revenue***

Interest Revenue earned on cash and cash equivalents and investments is recorded as revenue in the period it is earned.

##### **d) Use of Land and Buildings Expense**

The property from which the School operates is owned by the Crown and managed by the Ministry of Education on behalf of the Crown. The School's use of the land and buildings as occupant is based on a property occupancy document as gazetted by the Ministry. The expense is based on an assumed market rental yield on the value of land and buildings as used for rating purposes. This is a non-cash expense that is offset by a non-cash grant from the Ministry.

##### **e) Operating Lease Payments**

Payments made under operating leases are recognised in the Statement of Comprehensive Revenue and Expense on a straight line basis over the term of the lease.

##### **f) Finance Lease Payments**

Finance lease payments are apportioned between the finance charge and the reduction of the outstanding liability. The finance charge is allocated to each period during the lease term on an effective interest basis.

##### **g) Cash and Cash Equivalents**

Cash and cash equivalents include cash on hand, bank balances, deposits held at call with banks, and other short term highly liquid investments with original maturities of 90 days or less, and bank overdrafts. The carrying amount of cash and cash equivalents represent fair value.

##### **h) Accounts Receivable**

Short-term receivables are recorded at the amount due, less an allowance for credit losses. The school applies the simplified expected credit loss model of recognising lifetime expected credit losses for receivables. In measuring expected credit losses, short-term receivables have been assessed on a collective basis as they possess shared credit risk characteristics. They have been grouped based on the days past due. Short-term receivables are written off when there is no reasonable expectation of recovery. Indicators that there is no reasonable expectation of recovery include the debtor being in liquidation.

##### **i) Inventories**

Inventories are consumable items held for sale and comprise of stationery and school uniforms. They are stated at the lower of cost and net realisable value. Cost is determined on a first in, first out basis. Net realisable value is the estimated selling price in the ordinary course of activities less the estimated costs necessary to make the sale. Any write down from cost to net realisable value is recorded as an expense in the Statement of Comprehensive Revenue and Expense in the period of the write down.

# PAEKAKARIKI SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### **j) Investments**

Bank term deposits are initially measured at the amount invested. Interest is subsequently accrued and added to the investment balance. A loss allowance for expected credit losses is recognised if the estimated loss allowance is not trivial.

##### **k) Property, Plant and Equipment**

Land and buildings owned by the Crown are excluded from these financial statements. The Board's use of the land and buildings as 'occupant' is based on a property occupancy document.

Improvements to buildings owned by the Crown are recorded at cost, less accumulated depreciation and impairment losses.

Property, plant and equipment are recorded at cost or, in the case of donated assets, fair value at the date of receipt, less accumulated depreciation and impairment losses. Cost or fair value as the case may be, includes those costs that relate directly to bringing the asset to the location where it will be used and making sure it is in the appropriate condition for its intended use.

Property, plant and equipment acquired with individual values under \$1,000 are not capitalised, they are recognised as an expense in the Statement of Comprehensive Revenue and Expense.

Gains and losses on disposals (*i.e.* sold or given away) are determined by comparing the proceeds received with the carrying amounts (*i.e.* the book value). The gain or loss arising from the disposal of an item of property, plant and equipment is recognised in the Statement of Comprehensive Revenue and Expense.

##### **Finance Leases**

A finance lease transfers to the lessee substantially all the risks and rewards incidental to ownership of an asset, whether or not title is eventually transferred. At the start of the lease term, finance leases are recognised as assets and liabilities in the statement of financial position at the lower of the fair value of the leased asset or the present value of the minimum lease payments. The finance charge is charged to the surplus or deficit over the lease period so as to produce a constant periodic rate of interest on the remaining balance of the liability. The amount recognised as an asset is depreciated over its useful life. If there is no reasonable certainty whether the school will obtain ownership at the end of the lease term, the asset is fully depreciated over the shorter of the lease term and its useful life.

# PAEKAKARIKI SCHOOL

## Notes to the Financial Statements

### For the year ended 31 December 2019

#### 1. Statement of Accounting Policies

##### **Depreciation**

Property, plant and equipment except for library resources are depreciated over their estimated useful lives on a straight line basis. Library resources are depreciated on a diminishing value basis. Depreciation of all assets is reported in the Statement of Comprehensive Revenue and Expense.

The estimated useful lives of the assets are:

Building improvements to Crown Owned Assets	10–75 years
Furniture and equipment	10–15 years
Information and communication technology	4–5 years
Motor vehicles	5 years
Textbooks	3 years
Leased assets held under a Finance Lease	4 years
Library resources	12.5% Diminishing value

##### **l) Accounts Payable**

Accounts Payable represents liabilities for goods and services provided to the School prior to the end of the financial year which are unpaid. Accounts Payable are recorded at the amount of cash required to settle those liabilities. The amounts are unsecured and are usually paid within 30 days of recognition.

##### **m) Employee Entitlements**

###### *Short-term employee entitlements*

Employee benefits that are due to be settled within 12 months after the end of the period in which the employee renders the related service are measured based on accrued entitlements at current rates of pay. These include salaries and wages accrued up to balance date, annual leave earned to but not yet taken at balance date.

###### *Long-term employee entitlements*

Employee benefits that are due to be settled beyond 12 months after the end of the period in which the employee renders the related service, such as long service leave and retirement gratuities, have been calculated on an actuarial basis. The calculations are based on:

- likely future entitlements accruing to staff, based on years of service, years to entitlement, the likelihood that staff will reach the point of entitlement, and contractual entitlement information; and
- the present value of the estimated future cash flows.

##### **n) Revenue Received in Advance**

Revenue received in advance relates to fees received from students where there are unfulfilled obligations for the School to provide services in the future. The fees are recorded as revenue as the obligations are fulfilled and the fees earned.

The School holds sufficient funds to enable the refund of unearned fees in relation to international students, should the School be unable to provide the services to which they relate.

# **PAEKAKARIKI SCHOOL**

## **Notes to the Financial Statements**

### **For the year ended 31 December 2019**

#### **1. Statement of Accounting Policies**

##### **o) Provision for Cyclical Maintenance**

The property from which the School operates is owned by the Crown, and is vested in the Ministry. The Ministry has gazetted a property occupancy document that sets out the Board's property maintenance responsibilities. The Board is responsible for maintaining the land, buildings and other facilities on the School site in a state of good order and repair.

Cyclical maintenance, which involves painting the interior and exterior of the School, makes up the most significant part of the Board's responsibilities outside day-to-day maintenance. The provision for cyclical maintenance represents the obligation the Board has to the Ministry and is based on the Board's ten year property plan (10YPP).

##### **p) Financial Assets and Liabilities**

The School's financial assets comprise cash and cash equivalents, accounts receivable, funds held for capital works, and investments. All of these financial assets, except for investments that are shares, are categorised as "amortised cost" for accounting purposes in accordance with financial reporting standards.

Investments that are shares are categorised as "fair value through profit or loss" for accounting purposes in accordance with financial reporting standards.

The School's financial liabilities comprise accounts payable, borrowings and finance lease liability. All of these financial liabilities are categorised as "financial liabilities measured at amortised cost" for accounting purposes in accordance with financial reporting standards.

##### **q) Goods and Services Tax (GST)**

The financial statements have been prepared on a GST exclusive basis, with the exception of accounts receivable and accounts payable which are stated as GST inclusive.

The net amount of GST paid to, or received from, the IRD, including the GST relating to investing and financing activities, is classified as a net operating cash flow in the statements of cash flows.

Commitments and contingencies are disclosed exclusive of GST.

##### **r) Budget Figures**

The budget figures are extracted from the School budget that was approved by the Board at the start of the year.

##### **s) Services received in-kind**

From time to time the School receives services in-kind, including the time of volunteers. The School has elected not to recognise services received in kind in the Statement of Comprehensive Revenue and Expense.

**PAEKAKARIKI SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**2. Government Grants**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operational Grants	248,177	246,008	250,453
Teachers' Salaries Grants	716,949	720,000	741,884
Use of Land and Buildings Grants	240,798	230,000	230,992
Resource Teachers Learning and Behaviour Grants	10,452	-	4,326
Other MoE Grants	52,991	26,626	39,509
Other Government Grants	7,187	4,105	5,098
	<u>1,276,554</u>	<u>1,226,739</u>	<u>1,272,262</u>

**3. Locally Raised Funds**

Local funds raised within the School's community are made up of:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
<b>Revenue</b>			
Donations	14,648	16,000	11,438
Bequests & Grants	12,870	-	1,050
Activities	35,620	6,270	31,068
Trading	4,704	5,050	7,131
Fundraising	40,781	28,000	32,349
Other Revenue	2,162	10,000	-
	<u>110,785</u>	<u>65,320</u>	<u>83,035</u>
<b>Expenses</b>			
Trading	3,784	2,800	5,485
Fundraising (Costs of Raising Funds)	19,528	2,900	2,964
Other Locally Raised Funds Expenditure	907	2,000	-
	<u>24,219</u>	<u>7,700</u>	<u>8,449</u>
<i>Surplus/ (Deficit) for the year Locally raised funds</i>	<u>86,566</u>	<u>57,620</u>	<u>74,587</u>



**PAEKAKARIKI SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**4. Learning Resources**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Curricular	18,773	17,626	18,480
Equipment Repairs	305	500	230
Information and Communication Technology	6,865	8,000	5,844
Extra-Curricular Activities	21,370	18,700	35,041
Library Resources	480	350	419
Employee Benefits - Salaries	874,991	831,918	894,671
Staff Development	1,400	2,240	1,120
	<u>924,184</u>	<u>879,334</u>	<u>955,805</u>

**5. Administration**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Audit Fee	6,026	6,000	6,000
Board of Trustees Fees	2,850	3,800	3,130
Board of Trustees Expenses	4,526	1,500	-
Communication	2,764	2,350	3,482
Consumables	1,837	6,300	4,386
Other	13,825	14,250	17,449
Employee Benefits - Salaries	51,728	43,000	46,370
Insurance	417	1,500	2,057
Service Providers, Contractors and Consultancy	6,014	7,640	5,200
	<u>89,987</u>	<u>86,340</u>	<u>88,073</u>

# PAEKAKARIKI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2019

### 6. Property

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Caretaking and Cleaning Consumables	7,708	7,100	5,407
Consultancy and Contract Services	351	1,000	-
Cyclical Maintenance Provision	9,829	10,000	9,644
Grounds	7,888	3,900	10,782
Heat, Light and Water	12,015	11,450	11,642
Repairs and Maintenance	6,955	6,000	6,805
Use of Land and Buildings	240,798	230,000	230,982
Security	941	1,000	851
Employee Benefits - Salaries	27,178	24,000	24,812
	<u>313,663</u>	<u>294,450</u>	<u>300,924</u>

The use of land and buildings figure represents 8% of the school's total property value. Property values are established as part of the nation-wide revaluation exercise that is conducted every 30 June for the Ministry of Education's year-end reporting purposes.

### 7. Depreciation

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Building Improvements - Crown	1,260	938	1,232
Furniture and Equipment	5,112	3,806	6,477
Information and Communication Technology	10,699	7,965	14,070
Textbooks	89	66	63
Leased Assets	8,431	6,277	7,496
Library Resources	3,960	2,948	4,404
	<u>29,551</u>	<u>22,000</u>	<u>33,742</u>

**PAEKAKARIKI SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**8. Cash and Cash Equivalents**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Cash on Hand	98	95	8
Bank Current Account	349,794	341,100	193,887
Cash and cash equivalents for Cash Flow Statement	<u>349,892</u>	<u>341,195</u>	<u>193,895</u>

The carrying value of short-term deposits with maturity dates of 90 days or less approximates their fair value.

Of the \$349,893 Cash and Cash Equivalents, \$125,009 is held by the School on behalf of the Ministry of Education. These funds are required to be spent in 2020 on Crown owned school buildings under the School's Five Year Property Plan.

**9. Accounts Receivable**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Receivables	(3,431)	(3,500)	(3,508)
Interest Receivable	28	-	-
Teacher Salaries Grant Receivable	50,615	53,200	51,342
	<u>47,212</u>	<u>49,700</u>	<u>47,834</u>
Receivables from Exchange Transactions	(3,403)	(3,500)	(3,508)
Receivables from Non-Exchange Transactions	50,615	53,200	51,342
	<u>47,212</u>	<u>49,700</u>	<u>47,834</u>

**10. Inventories**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
School Uniforms	37	25	-
	<u>37</u>	<u>25</u>	<u>-</u>

**PAEKAKARIKI SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**11. Investments**

The School's investment activities are classified as follows:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Current Asset			
Short-term Bank Deposits	7,000	-	-
<b>Total Investments</b>	<u>7,000</u>	<u>-</u>	<u>-</u>

**12. Property, Plant and Equipment**

2019	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Building Improvements	59,523	1,200	-	-	(1,260)	59,463
Furniture and Equipment	24,035	884	-	-	(5,112)	19,807
Information and Communication Technology	12,017	17,569	-	-	(10,699)	18,887
Textbooks	447	-	-	-	(89)	358
Leased Assets	11,821	8,854	-	-	(8,431)	12,244
Library Resources	30,826	1,588	-	-	(3,960)	28,454
<b>Balance at 31 December 2019</b>	<u>138,669</u>	<u>30,095</u>	<u>-</u>	<u>-</u>	<u>(29,551)</u>	<u>139,213</u>

The net carrying value of equipment held under a finance lease is \$12,244 (2018: \$11,821).

2019	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	62,776	(3,312)	59,463
Furniture and Equipment	92,908	(73,102)	19,806
Information and Communication Technology	79,423	(60,536)	18,887
Textbooks	31,453	(31,095)	358
Leased Assets	41,238	(28,994)	12,245
Library Resources	71,261	(42,807)	28,454
<b>Balance at 31 December 2019</b>	<u>379,059</u>	<u>(239,846)</u>	<u>139,213</u>

# PAEKAKARIKI SCHOOL

## Notes to the Financial Statements

For the year ended 31 December 2019

2018	Opening Balance (NBV) \$	Additions \$	Disposals \$	Impairment \$	Depreciation \$	Total (NBV) \$
Buildings	60,755	-	-	-	(1,232)	59,523
Furniture and Equipment	30,530	910	(928)	-	(6,477)	24,035
Information and Communication Technology	23,635	3,851	(1,399)	-	(14,070)	12,017
Textbooks	511	-	-	-	(64)	447
Leased Assets	14,026	5,291	-	-	(7,496)	11,821
Library Resources	34,283	2,190	(1,243)	-	(4,404)	30,826
<b>Balance at 31 December 2018</b>	<b>163,740</b>	<b>12,242</b>	<b>(3,570)</b>	<b>-</b>	<b>(33,743)</b>	<b>138,669</b>

2018	Cost or Valuation \$	Accumulated Depreciation \$	Net Book Value \$
Building Improvements	61,576	(2,053)	59,523
Furniture and Equipment	128,945	(104,910)	24,035
Information and Communication Technology	73,074	(61,057)	12,017
Textbooks	31,453	(31,006)	447
Leased Assets	32,384	(20,563)	11,821
Library Resources	69,673	(38,847)	30,826
<b>Balance at 31 December 2018</b>	<b>397,105</b>	<b>(258,435)</b>	<b>138,669</b>

### 13. Accounts Payable

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Operating Creditors	60,841	30,500	8,212
Accruals	6,176	6,000	6,000
Employee Entitlements - Salaries	50,615	50,700	51,342
Employee Entitlements - Leave Accrual	1,471	1,500	1,112
	<b>119,103</b>	<b>88,700</b>	<b>66,666</b>
Payables for Exchange Transactions	119,103	88,700	66,666
	<b>119,103</b>	<b>88,700</b>	<b>66,666</b>

The carrying value of payables approximates their fair value.

**PAEKAKARIKI SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**14. Revenue Received in Advance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Student Fees	3,005	2,000	2,102
	<u>3,005</u>	<u>2,000</u>	<u>2,102</u>

**15. Provision for Cyclical Maintenance**

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
Provision at the Start of the Year	41,952	41,952	32,308
Increase/ (decrease) to the Provision During the Year	9,644	10,000	9,644
Use of the Provision During the Year	-	(1,952)	-
Provision at the End of the Year	<u>51,596</u>	<u>50,000</u>	<u>41,952</u>
Cyclical Maintenance - Current	14,000	13,500	-
Cyclical Maintenance - Term	37,596	36,500	41,952
	<u>51,596</u>	<u>50,000</u>	<u>41,952</u>

**16. Finance Lease Liability**

The School has entered into a number of finance lease agreements for computers and other ICT equipment. Minimum lease payments payable:

	2019 Actual \$	2019 Budget (Unaudited) \$	2018 Actual \$
No Later than One Year	8,907	9,364	7,991
Later than One Year and no Later than Five Years	9,159	8,500	11,574
	<u>18,066</u>	<u>17,864</u>	<u>19,565</u>

**PAEKAKARIKI SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**17. Funds Held for Capital Works Projects**

During the year the School received and applied funding from the Ministry of Education for the following capital works projects:

	2019	Opening Balances	Receipts from MoE	Payments	BOT Contributions	Closing Balances
		\$	\$	\$		\$
Block A - Replace roof covering <i>in progress</i>		29,300	585,000	(489,291)	-	125,009
Totals		<u>29,300</u>	<u>585,000</u>	<u>(489,291)</u>	<u>-</u>	<u>125,009</u>

**Represented by:**

Funds Held on Behalf of the Ministry of Education	125,009
Funds Due from the Ministry of Education	-
	<u>125,009</u>

	2018	Opening Balances	Receipts from MoE	Payments	Closing Balances
		\$	\$	\$	\$
Block A - Replace roof covering <i>in progress</i>		-	38,075	(8,775)	29,300
Totals		<u>-</u>	<u>38,075</u>	<u>(8,775)</u>	<u>29,300</u>

**18. Related Party Transactions**

The School is a controlled entity of the Crown, and the Crown provides the major source of revenue to the school. The school enters into transactions with other entities also controlled by the Crown, such as government departments, state-owned enterprises and other Crown entities. Transactions with these entities are not disclosed as they occur on terms and conditions no more or less favourable than those that it is reasonable to expect the school would have adopted if dealing with that entity at arm's length.

Related party disclosures have not been made for transactions with related parties that are within a normal supplier or client/recipient relationship on terms and condition no more or less favourable than those that it is reasonable to expect the school would have adopted in dealing with the party at arm's length in the same circumstances. Further, transactions with other government agencies (for example, Government departments and Crown entities) are not disclosed as related party transactions when they are consistent with the normal operating arrangements between government agencies and undertaken on the normal terms and conditions for such transactions.

**PAEKAKARIKI SCHOOL**  
**Notes to the Financial Statements**  
**For the year ended 31 December 2019**

**19. Remuneration**

*Key management personnel compensation*

Key management personnel of the School include all trustees of the Board, Principal, Deputy Principals and Heads of Departments.

	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$</b>	<b>\$</b>
<i>Board Members</i>		
Remuneration	2,850	2,745
Full-time equivalent members	0.10	0.10
<i>Leadership Team</i>		
Remuneration	311,231	284,421
Full-time equivalent members	3	3
Total key management personnel remuneration	<u>314,081</u>	<u>287,166</u>
Total full-time equivalent personnel	<u>3.10</u>	<u>3.10</u>

The full time equivalent for Board members has been determined based on attendance at Board meetings, Committee meetings and for other obligations of the Board, such as stand downs and suspensions, plus the estimated time for Board members to prepare for meetings.

*Principal*

The total value of remuneration paid or payable to the Principal was in the following bands:

	<b>2019</b>	<b>2018</b>
	<b>Actual</b>	<b>Actual</b>
	<b>\$000</b>	<b>\$000</b>
<b>Salaries and Other Short-term Employee Benefits:</b>		
Salary and Other Payments	120 - 130	120 - 130
Benefits and Other Emoluments	3 - 4	3-4
Termination Benefits	-	-

*Other Employees*

There were no other employees with remuneration greater than \$100,000 (2018: nil).

The disclosure for 'Other Employees' does not include remuneration of the Principal.



# PAEKAKARIKI SCHOOL

## Notes to the Financial Statements For the year ended 31 December 2019

### 20. Contingencies

There are no contingent liabilities (except as noted below) and no contingent assets as at 31 December 2019 (Contingent liabilities and assets at 31 December 2018: nil).

#### Holidays Act Compliance – schools payroll

The Ministry of Education performs payroll processing and payments on behalf of school boards of trustees, through payroll service provider Education Payroll Limited.

The Ministry has commenced a review of the schools sector payroll to ensure compliance with the Holidays Act 2003. The initial phase of this review has identified areas of non-compliance. The Ministry has recognised an estimated provision based on the analysis of sample data, which may not be wholly representative of the total dataset for Teacher and Support Staff Entitlements. A more accurate estimate will be possible after further analysis of non-compliance has been completed, and this work is ongoing. Final calculations and potential impact on any specific individual will not be known until further detailed analysis has been completed.

To the extent that any obligation cannot reasonably be quantified at 31 December 2019, a contingent liability for the school may exist.

### 21. Commitments

#### (a) Capital Commitments

As at 31 December 2019 the Board has entered into contract agreements for capital works as follows:

(a) Block A - Replace Roof Coverings project to be completed in 2020, which is fully funded by the Ministry of Education. \$585,000 has been received of which \$489,291 has been spent on the project to date.

(Capital commitments at 31 December 2018: Block A - Replace Roof Coverings)

#### (b) Operating Commitments

As at 31 December 2019 the Board has not entered into any contracts.

(Operating commitments at 31 December 2018: nil)

### 22. Managing Capital

The School's capital is its equity and comprises capital contributions from the Ministry of Education for property, plant and equipment and accumulated surpluses and deficits. The School does not actively manage capital but attempts to ensure that income exceeds spending in most years. Although deficits can arise as planned in particular years, they are offset by planned surpluses in previous years or ensuing years.

**PAEKAKARIKI SCHOOL**  
Notes to the Financial Statements  
For the year ended 31 December 2019

**23. Financial Instruments**

The carrying amount of financial assets and liabilities in each of the financial instrument categories are as follows:

**Financial assets measured at amortised cost (2018: Loans and receivables)**

	2019	2019	2018
	Actual	Budget (Unaudited)	Actual
	\$	\$	\$
Cash and Cash Equivalents	349,892	341,195	193,895
Receivables	47,212	49,700	47,834
Investments - Term Deposits	7,000	-	-
<b>Total Financial assets measured at amortised cost</b>	<b>404,104</b>	<b>390,895</b>	<b>241,730</b>

**Financial liabilities measured at amortised cost**

Payables	119,103	88,700	66,666
Finance Leases	18,066	17,864	18,228
<b>Total Financial Liabilities Measured at Amortised Cost</b>	<b>137,169</b>	<b>106,564</b>	<b>84,895</b>

**24. Events After Balance Date**

On March 11, 2020, the World Health Organisation declared the outbreak of COVID-19 (a novel Coronavirus) a pandemic. Two weeks later, on 26 March, New Zealand increased its' COVID-19 alert level to level 4 and a nationwide lockdown commenced. As part of this lockdown all schools were closed. While the disruption is currently expected to be temporary, there is a level of uncertainty around the duration of the closure.

At the date of issuing the financial statements, the school has been able to absorb the majority of the impact from the nationwide lockdown as it was decided to start the annual Easter School holidays early. In the periods the school is open for tuition, the school has switched to alternative methods of delivering the curriculum, so students can learn remotely.

At this time the full financial impact of the COVID-19 pandemic is not able to be determined, but it is not expected to be significant to the school. The school will continue to receive funding from the Ministry of Education, even while closed.

**25. Adoption of PBE IFRS 9 Financial Instruments**

In accordance with the transitional provisions of PBE IFRS 9, the school has elected not to restate the information for previous years to comply with PBE IFRS 9. Adjustments arising from the adoption of PBE IFRS 9 are recognised in opening equity at 1 January 2019. Accounting policies have been updated to comply with PBE IFRS 9. The main updates are:

- Note 9 Receivables: This policy has been updated to reflect that the impairment of short-term receivables is now determined by applying an expected credit loss model.

- Note 11 Investments:

Term deposits: This policy has been updated to explain that a loss allowance for expected credit losses is recognised only if the estimated loss allowance is not trivial.

Upon transition to PBE IFRS9 there were no material adjustments to these financial statements.

## PAEKAKARIKI SCHOOL

Members of the Board of Trustees

For the year ended 31 December 2019

Name	Position	How position on Board gained	Occupation	Term expired/expires
Liz Kennedy	Chairperson	Elected		Dec 2020
Julia Bevin	Principal Ex Officio			
Jess Hortop	Staff Rep	Elected	Teacher	June 2022
Sean Versteegh	Parent Rep	Elected	Psychologist	Dec 2020
Nick Martin	Parent Rep	Co-Opted	Engineer	Dec 2020
Levi Farrell	Parent Rep	Elected		Dec 2020
Mishy Vieira	Parent Rep	Elected	Communications Writer	June 2022
Nicola Tutt	Parent Rep	Elected	Lawyer	June 2022
Raima Kingi	Secretary	Appointed	School Secretary	
Sarah McMaster	Parent Rep	Elected		July 2019 (resigned)
Kirsten Ralph	Parent Rep	Elected		June 2019
Anja Foley	Parent Rep	Elected		June 2019

## **PAEKAKARIKI SCHOOL**

### **Kiwisport Statement**

**For the year ended 31 December 2019**

Kiwisport is a Government funding initiative to support student participation in organised sport.

Kiwi Sporting Funding for 2019 year 1-8: \$2050 excluding GST. (2018: \$2072 excluding GST).

These funds were used to partially cover activities and costs associated with promoting sport within the school and as part of the cluster. Examples of costs included:

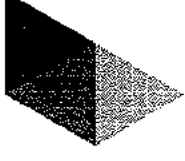
Pay for participation in the Kapiti Schools cluster events.

Pay for sports gear for our netball and basketball teams.

Pay costs towards the provision of swimming instruction.

These costs can be identified from the school accounts EOTC, bus use and Physical Education.

# Analysis of Variance Reporting



<b>School Name:</b>	Paekakariki
<b>School Number:</b>	2944

**Strategic Aim:** Deliver a curriculum that improves the outcomes for curious barefoot learners

**Annual Aim:** To raise the percentage of Māori students achieving at or above expectation to 85%

**Target:** Māori Student Achievement

**Baseline Data:** Our student achievement data in relation to National Standards at the end of 2018 indicated that Māori student achievement was lower than that of non-Māori.

	Reading	Writing	Maths
Maori	74% /	78%	76%
NZ European	90%	96%	87%

The gaps are:  
Reading - 16%  
Writing - 18%  
Maths - 11%

Actions <i>What did we do?</i>	Outcomes <i>What happened?</i>	Reasons for the variance <i>Why did it happen?</i>	Evaluation <i>Where to next?</i>															
<p>whaikorero group Te Reo extension weaving Play Day The Rongoa project The successful application to RTLB for funding to run the Mana Potential programme has been activated this term Staff completed the Te Ahu o te Reo Māori ki Kapiti PLD in Term 3. Matariki evening-Kaumātua from outside the village attend. Teachers monitor engagement with whānau</p>	<p><b>Reading</b></p> <table border="1"> <thead> <tr> <th></th> <th>End of 2018</th> <th>End of 2019</th> <th>End of 2018</th> <th>End of 2019</th> </tr> </thead> <tbody> <tr> <td>Māori</td> <td>74%</td> <td>87%</td> <td>78%</td> <td>81%</td> </tr> <tr> <td>NZ European</td> <td>90%</td> <td>94%</td> <td>96%</td> <td>96%</td> </tr> </tbody> </table> <p>The gaps are now: Reading -7% Writing -15% Maths - +1%</p> <p>We have closed the gap between Māori and NZ European in all areas.</p> <p>NZ Māori who started as 5 year olds at Paekakariki School: 90% are at or above expectation for reading 86% are at or above expectation for writing 86% are at or above expectation for maths</p>		End of 2018	End of 2019	End of 2018	End of 2019	Māori	74%	87%	78%	81%	NZ European	90%	94%	96%	96%	<p>The focus on relationships in our teaching and learning environment is having a positive impact on engagement and achievement.</p> <p>Teachers know their students and whānau well after 3 – 4 years.</p> <p>Staff commitment to continual development in tikanga and te reo</p>	<p>Many of the projects will continue into 2020.</p> <p>Our learning environments are unchanged so students still experience a strong connection with their whānau teacher</p>
	End of 2018	End of 2019	End of 2018	End of 2019														
Māori	74%	87%	78%	81%														
NZ European	90%	94%	96%	96%														
<p><b>Planning for next year:</b></p>																		
<p>We continue to have raising māori student achievement as a strategic goal. The focus for 2020 will be on raising the percentage of māori students achieving at or above expectation in writing and reading to 90%. The board and staff have a focus on approaching learning and teaching from a strengths-based approach to continue to build student confidence and resilience.</p>																		

**Strategic Aim:** Deliver a curriculum that improves the outcomes for curious barefoot learners

**Annual Aim:**

To improve oral language outcomes for identified target students across the school

**Target:**

Communication Skills

**Baseline Data:**

Student achievement in reading was low at the end of 2017 which led to a decision to focus on oral language as the foundation of all literacy learning.  
At the end of 2018 12 more students were achieving at or above expectation for reading.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>An agreed school-wide assessment matrix has been developed</p> <p>Play day in Term 1 was used to gather data to complete the matrix</p> <p>PLD coaching plans developed for each teacher with the PLD provider.</p> <p>IRIS software and tools used to help monitor oral language development in the classroom and teacher practice.</p> <p>Api Taylor visited for a story telling session</p> <p>James Russell, a NZ author visited</p> <p>Tuakana utilised Jess as 'visiting author' as an example of real-life purposeful writing</p> <p>Drama lessons on Fridays</p> <p>Senior leaders have visited other schools here and in Australia to view best practice in other contexts.</p> <p>We have made adjustments around how the day is structured</p> <p>We held a parent evening about oral language in Term 3</p>	<p>We had Otago University National Monitoring Study visit in Term 3 with a focus on our year 8 students. This was some of the feedback - <i>"they (the students) are amazing and really shone in the area of speaking, I have let the university know they should take a careful look at those kids"</i> - Nikki Harland.</p> <p>Using the Talkit matrix target learners were assessed at the beginning and the end of the year;</p> <ul style="list-style-type: none"> <li>the beginning year overall score was 428</li> <li>the end of year overall score was 529</li> <li>This number is out of a possible 1080. The effect size is graded at 1.01. The % increase is 23.5%</li> </ul>	<p>The time and support provided to staff enabled them to carry out in depth teaching as inquiry into the communication strengths and needs of their students.</p> <p>Two years working with a facilitator and investing our own resources into this inquiry work has been very valuable.</p> <p>Additional resource in the form of the IRIS Connect software enabled staff to gather quality information about student's oral language skills, to reflect on what was happening for these students in the learning environment and to reflect on their own practice as teachers.</p>	<p>Through the facilitation work, we have built new knowledge about the pedagogy and research around oral language.</p> <p>Staff are confident using the Teaching as Inquiry model to explore puzzles of practice and will keep using the IRIS Connect software to dig deeply into student learning and teacher practice.</p>
<p><b>Planning for next year:</b></p>			
<p>Teaching as Inquiry and valued friends make use of the IRIS Connect software for reflection and feedback as part of the annual appraisal cycle.</p>			



**Strategic Aim:**

Deliver a curriculum that improves the outcomes for curious barefoot learners

**Annual Aim:**

To raise boys achieving at or above expectation in reading to 87%  
To raise boys achieving at or above expectation in writing to 93%

**Target:**

Boys Literacy

**Baseline Data:**

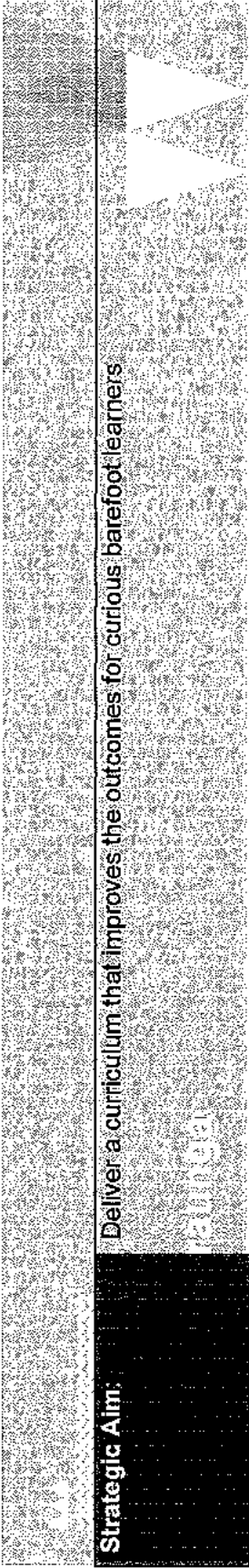
The end of 2018 data showed boys are achieving below girls

	Reading	Writing	Maths
Girls	89%	93%	86%
Boys	82%	90%	85%

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>																											
<p>Links with the Literacy Project</p> <p>Dedicated teacher aide time for boys literacy</p> <p>Old engine to tinker and improve vocab and fine motor.</p> <p>Get Stuck In group projects aimed at increasing motivation and engagement</p> <p>James Russell and Api Taylor visits (as mentioned above)</p> <p>The Get Stuck In boys ran a market event.</p> <p>Tuakana boys involved in 'boys reading circle' with TA</p> <p>Music (listening and creating) was introduced to the Get Stuck In programme</p> <p>Boys project based math group where the boys designed and ran a cardboard arcade at the Garden Gala</p>	<p>Boys reading at or above the expected level has moved to over the target of 87% to 89%</p> <p>Boys writing at or above the expected level has dropped to 86%, well below the target of 93%</p> <table border="1" data-bbox="462 851 646 1209"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>End of 2018</th> <th>End of 2019</th> <th>End of 2018</th> <th>End of 2019</th> <th>End of 2018</th> <th>End of 2019</th> </tr> </thead> <tbody> <tr> <td>Girls</td> <td>89%</td> <td>95%</td> <td>93%</td> <td>96%</td> <td>86%</td> <td>85%</td> </tr> <tr> <td>Boys</td> <td>82%</td> <td>89%</td> <td>90%</td> <td>86%</td> <td>85%</td> <td>99%</td> </tr> </tbody> </table>		Reading		Writing		Maths		End of 2018	End of 2019	End of 2018	End of 2019	End of 2018	End of 2019	Girls	89%	95%	93%	96%	86%	85%	Boys	82%	89%	90%	86%	85%	99%	<p>We are pleased that the focus on bringing males in to read to/with the boys has supported an improvement in this area.</p> <p>There was less of a focus on doing the same for writing which may explain why the results in this area are not as good.</p> <p>We had a few new students to our school in 2019 who had very poor literacy skills and this has contributed to the data.</p>	<p>Boys writing is an area we need to continue to focus on. The Get Stuck In programme for 2020 is being modified to help support this focus</p>
	Reading		Writing		Maths																									
	End of 2018	End of 2019	End of 2018	End of 2019	End of 2018	End of 2019																								
Girls	89%	95%	93%	96%	86%	85%																								
Boys	82%	89%	90%	86%	85%	99%																								
<b>Planning for next year.</b>																														

Boys literacy continues to be a focus for the Board in 2020 with writing as our primary goal. Literacy circles will continue.

The Get Stuck In programme will focus on projects where the students are required to write for meaning purposes such as emailing suppliers, writing thank you letters, advertising etc



**Strategic Aim:**

Deliver a curriculum that improves the outcomes for curious barefoot learners

**Annual Aim:**

To raise the percentage of Year 7 students achieving at or above expectation in maths to 80%

**Target:**

Mathematics

**Baseline Data:**

Achievement in mathematics has not been in keeping with literacy.  
The 2018 Year 6 cohort shows 18% of these students are below expectation.

<b>Actions</b> <i>What did we do?</i>	<b>Outcomes</b> <i>What happened?</i>	<b>Reasons for the variance</b> <i>Why did it happen?</i>	<b>Evaluation</b> <i>Where to next?</i>
<p>Internal observations of math teaching across the school</p> <p>Observations in 2 local primary schools</p> <p>Attendance at a math cluster meeting</p> <p>We have seen a slight reduction in the amount of online learning being delivered and an increase in discussion based problem solving - linked with the oral language focus.</p> <p>Additional staffing to provide additional small group support for maths.</p> <p>Project based learning has been an all girls group for Terms 1 and 2</p> <p>And boys group in Terms 3 and 4.</p> <p>Maths incorporated into dance lessons</p> <p>Some of the oral language PLD had a focus on practices in mathematics, supporting students to discuss their thinking and collaboratively solve problems</p>	<p>77% of the Year 7 cohort is at expectation for maths at the end of 2019. This is below our target of 80%.</p> <p>The 2019 Year 7 cohort data shows that:</p> <ul style="list-style-type: none"> <li>22% of this group are below expectation for Number</li> <li>17% of this group are below expectation for Geometry and Measurement</li> <li>11% of this group are below expectation for Statistics</li> </ul> <p>16% (3 students) in this group made accelerated progress during 2019, the rest made progress.</p>	<p>The year 7 cohort has a high number of neuro-diverse learners and as such have tested poorly for a number of years.</p> <p>Some of these students are making slow progress but others are making progress that is not easily recognised in assessment.</p> <p>A number of these students were involved in, and excelled in the project based math sessions but this doesn't often transfer to a 'test' situation. There are still discrepancies between what we value and what and how we measure progress and attainment.</p> <p>I am confident that this group of learners are making progress and have good mathematical understanding.</p> <p>Within this group there remains the need for one-on-one and small group support to provide the best learning experiences for the individuals.</p>	<p>Math PLD with Cognition Education has been approved through centrally funded PLD.</p> <p>Continue to focus on the target learners in this group who are below expectation and monitor their progress.</p>
<b>Planning for next year.</b>			

All teachers will conduct a Teaching As Inquiry into maths in their learning environments with a focus on students who are not making expected progress. This process will be supported by PLD delivered by Cognition Education.

Leaders will attend PLD to support the development of visible learning practices across the school.